

Types of Motivation and Its Influence to Students' Academic Performance in Social Studies

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Abstract

The study was conducted to measure the influence of the types of motivation in improving students' academic performance in Social Studies, such as intrinsic motivation (a) goal setting, (b) feedback, (c) enjoyment, and extrinsic motivation (a) classroom rewards, (b) grades, (c) incentives for grade 11 students. Furthermore, it sought to determine the relationship based on the influence of the types of motivation after the implementation. Using a descriptive correlational research design, thirty (32) Grade 11 students from Bukal Integrated National High School during the academic year 2021–2022 were conveniently selected as respondents for the study. Five expert teachers validated the instrument. A research-made questionnaire was utilized to gather the respondent's perception in relation to the types of motivation. The lesson exemplar for the entire grade was made to reflect the influence of the types of motivation to be employed by the teacher in the facilitation of teaching-learning. The written work and performance tasks were utilized to see the relationship between the types of motivation. After 8 weeks, the data was gathered, tabulated, and analyzed. The Pearson Product–Correlation Coefficient was used to analyze the data. Additionally, descriptive statistics such as mean, standard deviation, and percentage were used and revealed that the overall performance of the respondents, grade 11 students, in terms of written work and performance tasks is satisfactory. The results of the written works and performance tasks revealed that there was no significant relationship between the students' perception on types of motivation and academic performance in terms of written works and performance tasks in Social Studies after exposure to intrinsic and extrinsic motivation.

Keywords: Intrinsic Motivation, Extrinsic Motivation, Academic Performance